

## The Effectiveness of Using Blog to Teach Writing Narrative Text to The Eighth Graders

**THE EFFECTIVENESS OF USING BLOG TO TEACH WRITING NARRATIVE TEXT TO THE EIGHTH GRADERS IN SMPN 1 MADIUN****Dinna Dwi Pahlawani and Drs. Fahri, M.A**S1-English Education, Language and Art Faculty, Surabaya State University, Email: [englishdept.unesa@yahoo.com](mailto:englishdept.unesa@yahoo.com)**Abstrak**

Menulis adalah salah satu dari ketrampilan berbahasa Inggris yang termasuk dalam keterampilan produksi, untuk para siswa keterampilan menulis ini termasuk kedalam keterampilan yang sulit dikuasai terutama untuk para siswa kelas VIII, karena tidak mudah untuk menulis secara spontan di dalam kelas. Mereka perlu dibimbing agar dapat menulis dengan baik. Untuk memecahkan masalah ini, Blog dapat di aplikasikan sebagai media untuk mengajar menulis teks *narrative*. Tujuan dari penelitian ini adalah untuk menginvestigasi keefektifan Blog untuk mengajar menulis *narrative*.

Ini adalah penelitian *Quasi-Experimental* dimana independen variabel nya adalah penggunaan Blog dalam pengajaran menulis dan dependen variabel nya adalah tulisan *narrative* para siswa. Populasi yang digunakan adalah kelas VIII SMPN 1 Madiun, terdapat dua kelompok: kelompok eksperimental dan kelompok kontrol. Kelompok eksperimental adalah kelas VIII-E sedangkan kelompok kontrol adalah kelas VIII-A. Instrument yang digunakan adalah dalam bentuk tes, *pre-test* dan *post-test*, yang di hitung dengan menggunakan rumus t-test.

Hasilnya menunjukkan bahwa kelompok eksperimental menunjukkan peningkatan mereka dalam menulis *narrative* daripada kelompok kontrol. Hal ini dapat disimpulkan bahwa terdapat perbedaan yang signifikan dalam kemampuan menulis *narrative* antara siswa-siswi yang di beri pengajaran dengan menggunakan Blog dan siswa-siswi yang tidak di beri pengajaran dengan menggunakan Blog. Berdasarkan hasil tersebut, dapat di simpulkan bahwa penggunaan Blog untuk mengajar menulis *narrative* untuk kelas VIII efektif.

**Kata Kunci:** Menulis, Teks Narrative, Blog

**Abstract**

Writing is the one of English skills which belongs to productive skill, for the students it is considered as the most difficult skill in English especially for the eighth graders because it is not easy to write spontaneously in the classroom. They need to be encouraged, so that they can write well. To solve this problem Blog can be applied as a media to teach writing narrative text. The aim of this study is to investigate the effectiveness of Blog to teach writing narrative.

This is a Quasi-experimental study which independent variable is the use of blog in teaching writing and the dependent variable is the students' writing of narrative text. The population is the eighth graders of SMPN 1 Madiun, there are two groups; experimental and control groups. Experimental group is VIII-E while control group is VIII-A. The instrument is in the form of tests, pre-test and post-test, which is calculated by using t-test formula.

The result shows that the experimental group shows their improvement in writing narrative than control group. It can be concluded that there is a significant difference in writing narrative ability between the students who have been taught by using Blog and those who have not. Based on the result, it can be concluded that the use of Blog to teach writing narrative text to the eighth graders is effective.

**Keywords:** writing, narrative text, Blog.

**INTRODUCTION**

Teaching English includes four different skills, namely speaking, writing, listening, and reading. Reading and listening belong to responsive skills differ with speaking and writing which belong to productive skills. Productive skill means that the students have to produce something orally or in written.

Teaching English is not easy as thought because it is foreign language that is not used as first language in Indonesia. Because it's rarely used so English teacher or

teaching English in Indonesia should be applied in a condition where students can enjoy teaching-learning process.

The Teaching of English in Indonesia still uses a conventional classroom system. In this system, the teacher plays an important role in the class and teachers' roles are dominant than the participation of the students. For example, students only listen to teachers' explanation about what they have to do. When then they finish doing

a task, and they submit their work to the teacher. In this way, students become passive and teachers tend to be only an instructor than a motivator for the students.

To overcome the problems, the teacher should find and create an attractive way in teaching learning process in the classroom. The way of teaching English should be able to give motivation and encouragement in order to the students enjoys teaching learning process. It is important for the teacher providing various kinds of media that can be used in teaching writing. Because variations is one of the major teaching learning process that can build motivation and encouragement of the students. The appropriate media that can be used in teaching writing is by using blog.

A blog (a blend of the words web and log) is a web page with regular diary or journal entries that incorporates different postings by authors and responses to these posts by an audience (Boas, 2011). Blog is used in teaching writing to promotes exploration of English writing skill, blog as a medium to teach writing rather than uses conventional way, this kind of medium is employed to conduct classroom activities and assess students' learning. In this sense blog is not only as an online network but also as a tool that promotes English, the teacher builds students' confidence and develops students' writing skill through blog.

The importance of a blog in language teaching has been researched by several studies. Stanley (2006: 02) in (Blackstone, Spiri, & Naganuma, 2011) notes that "(Blogs are) a way of opening up the classroom walls and showing the wider world what is happening...thus creating a small language learning community." This notion indicates that teaching writing is not strict as the way was used to be; now teachers understand the importance of encouraging students to access online sites to improve students' writing ability. In the other studies, Bloch as its stated in (Boas, 2011) also noticed that blog encourages students to be more prolific writers; make writing easier to share; provide opportunities to write outside of class; and provide students with a sense of authorship.

In the previous studies, the use of Blog for teaching writing argumentative essay for senior high school had successfully done in the U.S (Boas, 2011) also the use of Blog for teaching writing narrative on Singapore primary school had been administered and the result was satisfying (Wong and Hew, 2010) since they were successful in the U.S and Singapore, the researcher wants to find out whether the use of Blog for teaching writing narrative text in the eighth graders can be successful or not in SMPN 1 Madiun. Therefore, the researcher is going to conduct this study to obtain empirical evidence about the use of blogs in the teaching of writing narrative.

Based on the background of the study above, the researcher states the research question as:

Is there any significant difference in writing narrative ability between the students who have been taught writing using blog and students who have not?

Related to the research question above, the objective of the study is to find out whether there is significant effect between the students who have been taught writing using blog and students' writing ability.

Byrne stated that writing is the one of skill that is used as a communication (Byrne, 1991) or in another word, writing is a medium among the writer and the readers within indirect communication which is both the writer and the readers do not need to face directly. Writing is also has a number of convention which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation (Harmer, 2007). It can be concluded that although writing and speaking are both productive skill in language skill but they have significant differences. Speaking is a direct communication which is involved oral communication whereas writing is an indirect communication which is written communication; it consists of letters, words, and text formation that gathered as a paragraph, an essay, journal, and thesis.

In the teaching of writing it is important to maximize the role of teachers in helping students. (Brown, Cohen, & O'Day, 1991) as it is stated in (Brown, 2007) used brainstorming as a technique in writing because it permits the students to approach a topic with an open mind. Brainstorming is one of several different ways of how writing can be stimulated by students working interactively. Another effective way to generate ideas is to work in a small group (Brown, Cohen, & O'Day, 1991) as it is stated in (Brown, 2007). This way is encourage the students to share their brainstormed ideas with the rest of the group members. By doing this, each of the members will have an opportunity to further expand their own ideas.

This study was conducted in second semester of eighth grade; therefore narrative text was used because it is a text that should be mastered by the eighth graders of junior high school students. Narrative text is a text that tells a story which can amuse and entertain the readers or audiences (Wardiman, Jahur, & Djusma, 2008). The social function of Narrative text is to amuse, entertain and to deal with actual or vicarious experiences in different ways.

Media is a means of communication and information, which is the purpose to facilitate communication and learning (Heinich et al, 2005). Wirtz stated that "Media encompasses all goal-oriented technical means or instruments for the procurement of

information in print, visual, or auditory forms as well as the organizational and institutional entities behind them that generate and provide this information” (Wirtz, 2011). It can be concluded that there are three basic types of media in learning and instruction process. Printed media provides any words and pictures on papers for instances newspaper, magazines, and books. Visual media are regularly to promote learning and it is including diagrams, drawing on a chalkboard, photographs, etc. Audio media provides anything that can be heard; video, music, songs, noise, sounds, and so on.

A blog (a blend of the words web and log) is a web page with regular diary or journal entries that incorporates different postings by authors and responses to these posts by an audience (Boas, 2011). “A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. Since its appearance in 1995, blogging has emerged as a popular means of communication, affecting public opinion and mass media around the world” (Huette, 2006). Huffaker and Calvert as it’s cited by (Witte, 2007) that blog should be further exploited because of its importance to “technologists, teachers, parents, and researchers who are interested in computer-mediated communication, online communities, children and technology, and adolescent development.”

The implementation of using Blog to teach writing narrative text is stated as follow:

1. Preparation

In preparation, the teacher asks the students to make blog and make sure that all students have blog. Teacher helps the students how to make a blog, in this sense a teacher can be an instructor for the students. After all the students have blog, teacher posts the material (a fable: The Fox and The Grapes) and a video (The ant and The Dove) in teachers’ blog.

2. Implementation

The teacher asks the students to visit teachers’ blog to see what material is and what they have to do. First task, the students have to continue the uncompleted narrative story which entitled The Fox and The Grapes, they have to write to their own blog. Second task, the students watching a video which entitled ‘The ant and The Dove’, then they have to retell the story to their own blog.

3. Feedback

Teacher checks students’ posts and give feedback for the students based on their posts. Teacher asks students to revise their text at home and post the revised one to their own blog.

## RESEARCH METHODOLOGY

The research design used in this study was Quasi-experimental research (Cohen, Manion, & Morrison, 2007) because the researcher focused in educational research which was placed in the field (classrooms) rather than a laboratory. This Quasi-experimental study was to find out whether there is difference significant in writing narrative ability between the students who have been taught writing using blog and students who have not.

The population in this research was the eighth graders of SMPN 1 Madiun. From the population two classes were chosen by the researcher as the experimental group and control group. Two classes were taken randomly from the whole classes in the SMPN 1 Madiun; those two classes were VIII-E and VIII-A. VIII-A was taken as a control group of the study and VIII-E was taken as an experimental group of the study.

The instruments of this research was in the form of tests that consists of pre-test and post-test. Pre-test and post-test was given to both control and experimental group. The test was in the form of writing test of narrative text to tell about their experience. Students asked to write their experience, for instance chased by the dog; the purpose of this test is to measure their ability in writing narrative text.

The validity of the test in this study was measured through its content validity which was match with the Competence Standards and Basic Competence of *Standar Isi* in Indonesian curriculum. Content validity was the most suitable for measuring the validity of the test in this study because content validity is important in evaluating achievement test. An achievement test should be evaluated through its content validity before it is being used.

Reliability is the extent to which a measuring device is consistent in measuring whatever it measures (Ary, Jacobs, & Razavieh, 1985). Since the writing scoring is subjective, the researcher used Inter-rater reliability to measure the consistency of the test. From the calculation, the reliability was 0.88 which meant that the instrument was very reliable. After the reliability has been gained, the writing test result was analyzed by using writing rubric and T-test was used to know the differences between students’ achievement before and after the treatment, and also students’ achievement in the control and experimental group.

## RESULT AND DISCUSSION

### Result

Pre-test was given to both experimental and control groups, they were given the same narrative test.



They were asked to compose a narrative text based on the topic given (experience). Then the researcher analyzed the data by calculating the sum and mean of pre-test scores to both experimental and control groups.

**Table 1**

**The pre-test scores and means of experimental and control groups**

Group	N	Score	Mean
Experimental	32	2035	63.6
Control	33	2150	65.2

Table 1 above showed that the score and mean of control group was higher than experimental group. The score of control group was 2150 and the mean was 65.2 while the score of experimental group was 2035 and the mean was 63.6. However, that indicated that those two groups had equal ability in writing narrative text before the treatment was given in the other word they were not significantly different in writing ability.

Post-test was given both experimental and control group, it was given in order to know whether there is significant difference between the students who are taught narrative using Blog and those who are not this test also given to know the students' writing ability after and before given treatments whether the treatments improved students' writing ability or not. Post-test was administered after the researcher had done the treatments; the test was same as in pre-test with the same topic (experience). The result of post-test scores and means of the experimental and control groups are presented in the table below:

**Table 2**

**The post-test scores and means of experimental and control group**

Group	N	Scores	Means
Experimental	32	2525	78.9
Control	33	2415	73.2

Table 2 above showed that the score and mean of experimental group was higher than control group. The score of experimental group was 2525 and control group was 2415. It was definitely clear that the mean of experimental group also higher than control group, from the table above the mean of experimental group was 78.9 and control group was 73.2. It was clearly seen that there was an improvement in students' writing ability of experimental group, it was happened because the experimental group had been given the treatments by using Blog, it can be concluded that writing by using Blog gave a new and fresh situation or condition rather

than writing on a paper, by using Blog the students could wrote narrative story with fun. So, the experimental group was easier to write a narrative story and the score of post-test was higher than control group.

As the final calculation, then the researcher calculated the t-value by using t-test formula. Table 3 below presented the result of t-test calculation between experimental and control groups.

**Table 3**

**The result of t-test calculation between experimental and control groups**

Group	N	Mean		df	t-value		t <sub>.05</sub>
		Pre-test	Post-test		Pret est	Post test	
Experimental	32	63.6	78.9	63	0.67	3.35	2.00
Control	33	65.2	73.2				

From the result above it can be seen that the researcher used t-test formula to calculate the t-value of pre-test and post-test of both experimental and control groups. The t-test was used to know whether there was a significant difference between experimental and control group, the used of t-table was as a comparison if the result of the t-test was higher it means that there was significant difference between two groups meanwhile if the t-test was lower than the result of the t-table means that there was no significant difference between two groups. So the result of the t-test should be higher than t-table on the level of significance of 0.05 or 5% with the degree of freedom 60 in order to prove the hypothesis as stated in chapter one the students who have been taught writing narrative by using blog score higher than those who have not.

## Discussion

As stated in chapter one that the aim of this study was to know whether there is a significant difference between the students who have been taught narrative text by using blog and those who have not, also to compare the score between the students who have been taught narrative text by using blog and those who have not. The result of this study showed that there is a significant difference between the students who have been taught narrative text by using blog and those who have not, it can be proved from the table 4.6 above showed the result of t-value was higher than t-table on the level of significance of 0.05 or 5% with the degree of freedom 60 was 2.00. Furthermore, the scores of the students who have been taught narrative text by using blog

(experimental group) also higher than the students who have not (control group), it can be seen from table 4.3 above the sum of scores and mean of post-test of experimental group was higher than control group. The researcher calculated the difference within two steps by using pre-test calculation and post-test calculation. Those two steps also have similar procedures to calculate the data, which first procedure was finding the mean, second procedure was finding the standard deviations, third procedure was finding standard error of difference, and the last procedure was calculate t-value by using t-test formula. Then after the t-value of t-test of both pre-test and post-test were gained, they were compared with t-table on the level of significance of 0.05 or 5% with the degree of freedom 60 was 2.00. The result of t-test of pre-test showed that there is no significant different between experimental and control groups, it was happened because the students did not given the treatments. Then after the treatments were given the result of t-test of post-test showed that there is significant difference between experimental and control groups, it happened because the researcher had given the treatments to experimental group only by using Blog while in the control group the researcher taught narrative text without using Blog.

There were some factors that improve students' writing ability who were taught by using blog. First, blog was easy to use so they could write with blog easily. Second, writing narrative through blog brought the students to new kind of situation as stated in chapter one by Stanley (2006: 02) in (Blackstone, Spiri, & Naganuma, 2011) "(Blogs are) a way of opening up the classroom walls and showing the wider world what is happening...thus creating a small language learning community." This notion indicates that teaching learning writing is not strict as the way was used to be, the students were excited to write in their blog because they could make their writing more fun and readable by putting kinds of decorations or ornaments in their writing such as pictures, animated gif, and many more. Third, blog is easy to share as stated in chapter one by (Boas, 2011) that blog encourages students to be more prolific writers; make writing easier to share; provide opportunities to write outside of class; and provide students with a sense of authorship. The researcher found that the students who wrote and published their writing there were some of their friends who left comments for their friends' writing as stated in chapter one by Dieu as its stated in (Blackstone, Spiri, & Naganuma, 2011) stated that blogging gives a learner the chance to "maximize focused exposure to language in new situations, peer collaboration, and contact with experts". It would help both the teacher and students to revise the

students' writing and made writing more fun than the way it used to be.

The result above also showed that the mean of pre-test of experimental group was smaller than control group. The mean of experimental group was 63.6 while the control group was 65.2 it happened before the treatment was given to experimental group. After treatment was given the result of post test showed that the mean of experimental was higher than control group. The mean of experimental group was 78.9 while the control group was 73.2 it can be concluded that writing narrative through blog could improve students' writing narrative ability. Then the t-value was calculated by using t-test formula, there were two different parts they were pre-test and post-test. The result of t-value of pre-test of both experimental and control group was 0.67 then it was compared with the t-table on the level of significance of 0.05 or 5% with the degree of freedom 60 was 2.00. From the result above the t-value of pre-test of both experimental and control groups was smaller than the t-table, it can be concluded that there was no significant difference between those two groups. Another part was the result of t-value of post-test of both experimental and control group, the t-value of post-test was 3.35 then it was compared with the t-table on the level of significance of 0.05 or 5% with the degree of freedom 60 was 2.00. From the result above the t-value of post-test of both experimental and control groups was higher than t-table, it can be concluded that there was a significant difference between experimental and control group.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on findings above, the researcher conclude that the null hypothesis, which said that there is no significant difference between the students who have been taught using blog and those who have not, was rejected, while the alternative hypothesis which said that that there is a significant difference between the students who have been taught using blog and those who have not, was accepted. It can be concluded that teaching writing narrative by using Blog could be applied as a medium to teach writing narrative text since it was proven that teaching writing narrative text by using Blog could improve students' writing narrative ability.

### Suggestion

In the teaching learning activity, the appropriate media is needed to encourage the students and improve students' ability. On the other words, the teacher should be more creative to find a better media to teach English skills in order to encourage the students and improve

their ability. In the teaching writing narrative text to the eight graders, Blog is the one of media that can be used; this medium had been proven that it could improve students' writing narrative to the eight graders. Blog gives more chances to the students write narrative story in anywhere, published their writing, share their writing with their friends, and give comments to revise their writing to be a better writing. Since this study was focused on the use of Blog to teach writing narrative text to the eight graders. The researcher suggests to the other researchers to conduct the research by using this medium with another kinds of text such as descriptive, recount, news item, and etc. in order to know whether this medium is also appropriate with other texts.

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